

LYCOMING COLLEGE

Lycoming County Women's History Curriculum Guide

<http://lycoming.edu/library/lcwhc/>

Dr. Amy Rogers

11/29/2011

Using the archived database from the Lycoming County Women's History collection, this curriculum guide provides lesson plans and educational modules designed for middle and secondary school students but is easily adapted for primary age classrooms.

Lycoming County Women's History Curriculum Guide

The stories of women's achievements are integral to the fabric of our history. Learning about women's tenacity, courage, and creativity throughout the centuries is a tremendous source of strength. Until relatively recently, this sphere of women's history was overlooked and undervalued. Women's achievements were often distorted, disdained, and denied. However, knowing women's stories provides essential role models for everyone. Moreover, role models are genuinely needed to face the extraordinary changes and unrelenting challenges of the 21st century.

The stories of the women from the Lycoming County Women's History collection share much that is true of the women in the United States as a whole, making the archive an excellent teaching tool. There is a multitude of pedagogical opportunities for a women's history class, the study of local history, or research methods classes. Hundreds of photographs offer students at all levels opportunities for observation, comparison, and inference. Who were these women? What were their professions? Were they students at Dickinson Seminary? If so, what were they studying? What were their roles in society? In the home? Some of these women were married, some single, some old, many young. Some have children, some do not. All of them lived, loved, worked, and made the most of their experiences and maintained the stability of homes and community.

The educational modules are designed for middle and secondary school students, but could be easily adapted for primary grades. Samples of teaching strategies, questions, activities, and standards are included. This module can extend over a few days, one or two days a week, or a month as a teacher sees ways to integrate the material.

As the women's history collection is introduced and begun, teachers need to be strongly involved in making students aware of the discourses that often position females in particular and often stereotypical roles. Such discourses are conveyed through pictures, work choices, tone of voice, silence as well through limited expectations. Modeling language, actions, expectations, validation and drawing attention to what is being modeled needs to be part of this work.

Lastly, as students and teachers examine the materials, it is vital that essential questions guide their study.

1. What is the main idea that we want students to learn from this time period in terms of social, economic, political, educational, and personal information?
2. What issues or barriers did women of the time period have to face in each of the major areas explored?
3. What role (s) did women play in reform organizations? The arts? The work place? The home? Private lives?
4. How did the women of this time period impact the role of women in today's society?

Lycoming County Women's History Curriculum Guide

Women's History Project – Accessing the Site

To access the Lycoming County Women's History Project on-line database, visit the website <http://lycoming.edu/library/lcwhc/>. On the left of the page under *SEARCH THE COLLECTIONS*, you will find two databases: Access PA Digital Repository and Internet Archive. Most of the material is in Access PA but books are in the Internet Archive. The latter database permits the viewer to “turn” the page.

Access PA Digital Repository

When you click on Access PA, you will arrive at the *SEARCH THE COLLECTION* page. For a simple search, enter a keyword in the first text box and click go. This will take you to a list of results in Access PA. You can click on any result to see the entire content of the document. If there is a *Search this Object* text box on the left of the screen, you can search within the text of the document.

While on the Access PA page, you can search all state resources by using the Search textbox in the upper right hand corner of the page.

Internet Archive

When you click on Internet Archive, you will arrive at the repository's search page. In the box titled, *Welcome to Lycoming County Women's History Collection*, you have several options for exploring the collection, such as browse collection, browse by subject/keywords, etc. To explore the entire Internet Archive database beyond the Women's History collection, enter a keyword in the *Search* textbox at the top of the page.

Feeling Overwhelmed?

If you are feeling overwhelmed after your initial search of the site, please don't. You do not have to master the site to find it useful. As a former middle and high school social studies teacher, I wanted to make the curriculum guide as ‘user friendly’ as possible and have broken it into applicable lesson plans and modules (ideas) that you can implement in your classroom with a little tweaking to fit the needs of your students. You will find links to the Pennsylvania Department of Education (PDE) Standards Aligned System (SAS) website. Here too, teachers will find the specific interdisciplinary standards and content specific standards to address each plan and/or module.

Submitting Your Own Plans

If you have ideas or plans that you want to share and add to our collection, please feel free to contact me at rogersa@lycoming.edu We look forward to hearing your comments, questions, or concerns you may have.

Lycoming County Women's History Curriculum Guide

Connecting to Pennsylvania State Academic Standards

Each of the lessons and modules can easily be connected to the Pennsylvania Department of Education (PDE) Standards Aligned System (SAS) portal by going to www.pdesas.org. Under the *Clear Standards* tab, students and teachers can select to view the standards in a variety of ways. The standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents are aware of what they need to do to help students succeed.

Academic Standards found on the PDE SAS portal include:

1. Reading, Writing, Speaking, and Listening
2. Mathematics
3. Science and Technology and Engineering Education
4. Environmental Science and Ecology
5. Civics and Government
6. Economics
7. Geography
8. History
9. Arts and Humanities
10. Health, Safety, and Physical Education
11. Family and Consumer Science
12. World Languages
13. Career Education and Work
14. Drivers Education

Lesson Plan – Grades 5 - 8

Women's History Project Primary Source Analysis Worksheet

Essential Question(s)

1. What can the study of a primary document tell you about the women of Lycoming County in this time period?

Standards

PA History

8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

PA Civics and Government

5.2.C.C. Evaluate political leadership and public service in a republican form of government.

PA Reading, Writing, Speaking, and Listening

1.2.8.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, consumer and public documents, electronic media).

1.4.8.B. Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews).

Connection to real life or everyday living

Primary documents help us understand pertinent information about our area's history and cultural connections. For instance, obituaries, diaries, marriage and anniversary announcements allow people to look into the remarkable women of Lycoming County.

Objectives

Knowledge:

- **Analyze and interpret primary documents**
- **Identify and isolate the main ideas and specific details and other historical accounts**
- **Identify significant vocabulary related to the time period in the article**

Skills:

- **Use primary sources (letters, speeches, photographs, artifacts, advertisements)**
- **Analyze issues**
- **Draw conclusions and make inferences**

Lycoming County Women's History Curriculum Guide

Materials

- Computer/internet access
 - <http://www.lycoming.edu/library/lcwhc/>
- Primary Source Analysis Worksheet

Time

One class period

Anticipatory set

Procedure

1. Search the Lycoming County Women's History site for primary documents from the time period of 1875 – 1925.
 - a. Go to the PA Access Link off the site and key in “obituaries” (and each type of primary document) into the search engine
 - b. Obituaries, newspaper articles, diaries, marriage announcements, anniversary announcements
2. After searching the site, select a document and complete the Primary Source Analysis Worksheet handout.
3. Have students pair-share documents with each other. After this activity, ask students to share their ‘interesting’ find with the entire class. Generate a list of names and businesses, ‘interesting’ facts, or other information that will help shed light on the lives of the women who lived in Lycoming County. Post this list on the Women's History Bulletin Board in the classroom.

Closure

Ask students how searching primary documents allowed them to see into the lives of the women of Lycoming County. What interesting facts did they discover? What names were prevalent throughout? Social clubs? Organizations? Do they recognize any of the names or organizations that may still be in today's society?

Adaptations

All materials can easily be adapted to meet the needs of students with individualized instructional needs, as well as English Language Learners.

Assessment

- Primary Source Document Analysis Worksheet
- Discussion/Participation

Lycoming County Women's History Curriculum Guide

Primary Sources Analysis Worksheet

Use one of the documents from the Lycoming County Women's History Collection, Williamsport Women: Voices, Images, and Actions located at <http://lycoming.edu/library/lcwhc/>

What type of document is it? (a letter, report, newspaper article, memorandum, diary entry)

1. Does the document have any interesting physical features? (handwritten notes, stamps, interesting letterhead)
2. What is the date on the document, if it has one?
3. Who wrote the document? Can you learn anything about this person from the document?
– For example, his or her job title, interests?
4. Who was the audience for this document?
5. Why do you think that it was written?
6. What evidence in the document helps you know why it was written?
7. List three things about the document's content that you think are important.
8. List three things the document tells you about Dickinson Seminary or Lycoming County at that time it was written.
9. Write a question to the author that is left unanswered by the document.
10. If you had to give the document a new title, what would it be and why would you call it this?

Adapted from the National Archives

Lycoming County Women's History Curriculum Guide

Lycoming County Women's History Collection

Helena Julia Mussina Burch

Helena Julia Mussina was born in Williamsport on July 15, 1844. She was the fourth child of Jacob Lyons Mussina and Jerusha P. Bailey. Her parents were very active in Williamsport. Her father was the proprietor of a very successful watch and jewelry business. He also started the first bank, was the first telegraph operator, the first railroad agent, a clerk to the judge of elections, and a trustee and recording steward of the Pine Street Methodical Episcopal Church. He was active in the founding years of Dickinson Seminary.

Helena's mother, Jerusha P. Bailey, was a leader in church and charitable work in the community and her portrait and a history of the local temperance movements are included in the LCWHC collection.

Helena was educated at Dickinson Seminary, graduating in 1862, during the Civil War. She was an active member of the Tripartite Union Society (the women's literary society) and was also the salutatorian of her class. One of her short stories and her graduation address are included in this collection.

Her autograph album, "A Floral Album," was donated to Lycoming College by her granddaughter and namesake, Helena Burch, and it is included in the collection. Mussina gathered the autographs of many of her classmates and friends, including that of Jean "Jennie" Saylor Brown, who became a prominent Williamsport physician.

Helena married Orange Emmons Burch on October 4, 1864, when she was 20 years old. Emmons had just returned from serving in the Civil War. Helena and Emmons were the parents of three children. Helena died on June 17, 1933.

Lycoming County Women's History Curriculum Guide

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | |
|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Press release |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report |
| <input type="checkbox"/> Advertisement | |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Lesson Plan – grades 5 – 8

Women's History Project – Women's Suffrage

Essential Question(s)

1. What was the impact of the women's suffrage movement on Lycoming County?
2. How did the women's suffrage movement affect the students of Lycoming College?

Standards

PA Civics and Government Standards:

5.1.8.C. Analyze the principles and ideas that shaped local, Pennsylvania, and national governments. Liberty/Freedom, Democracy, Justice, and Equality.

PA History Standards

8.1.8.B. Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.A. Examine the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

PA Reading, Writing, Speaking, and Listening

1.2.8.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, consumer and public documents, electronic media).

1.4.8.B. Write multi-paragraph informational pieces (e.g. letters, descriptions, reports, instructions, essays, articles, interviews).

Connection to real life or everyday living

Women in Pennsylvania have enjoyed the right to vote for almost 100 years. The women of Lycoming County, and more specifically, Dickinson Seminary, played a role in gaining universal woman's suffrage. This lesson explores the role local women played in the quest for voting rights.

Objectives

Knowledge:

- Students will become familiar with primary and secondary documents.
- Students will learn and apply critical thinking and analysis skills.
- Students will explore history as a something connected to their own lives

Skills:

Lycoming County Women's History Curriculum Guide

- Use critical thinking skills to analyze and evaluate positions
- Use inquiry based research
- Use primary sources (letters, speeches, photographs, artifacts, advertisements, government documents)

Materials

Day 1

- Computer/internet access
 - <http://www.lycoming.edu/library/lcwhc/>
 - <http://www2.scholastic.com/browse/article.jsp?id=4929>
- Highlighters/writing utensils
- Venn diagram (three item comparison) handout

Day 2

- Writing utensils/markers/
- Posterboard or construction paper
- Paper to write up interview questions

Time

2 class periods

Anticipatory set

- Students watch, You Tube Clip on *History of Women's Right to Vote in the U.S.*

[History of Women's Right to Vote in the US](#)

After video clip, discuss the main ideas of the video. Questions of consider:
Was there any mention of woman's rights in Pennsylvania? Lycoming County?
Do you think the women of Lycoming County played a role in the suffrage movement?

Procedure

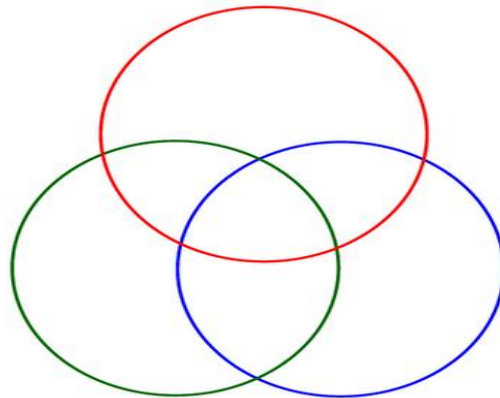
Day 1

- Students will read the attached document (link below) *Chronology of Women's Suffrage Movement*. Using highlighters, students will analyze the document for mention of Pennsylvania in the document. Students will identify women who played a crucial role to the woman's suffrage movement.

<http://www2.scholastic.com/browse/article.jsp?id=4929>

Lycoming County Women's History Curriculum Guide

- After discussing the main ideas and identifying key figures in the Woman's Suffrage Movement document, students will specifically examine the role that woman's suffrage played in Lycoming County. Search the Access PA link by typing in woman's suffrage in the search bar. Select three different articles related to women's suffrage and analyze the documents as to whether they are pro women's rights or opposed to rights granted to women, specifically the right to vote.
 - Additional questions to ask include:
 - What issues or barriers did the women from late 19th Century to the early 20th Century have to overcome? What specific suffrage activities were occurring in Lycoming County? On the campus of Dickinson Seminary? Are there similar barriers today or are there new issues? What do these women feel about the women's suffrage movement?
- After examination of the three articles, students will complete a three way venn diagram on the three articles.
 - What similarities and differences are noted in the vignettes?
 - What general thoughts do they have about the women's suffrage movement in Lycoming County, specifically on the campus of Dickinson Seminary?
 - Blank venn diagrams can be accessed at [Three way Venn Diagram](#)



- After completing vignettes and venn diagram article, teacher will guide student centered discussion about each of the vignettes. Students will share their completed vignettes, discussing the role of local women in the women's suffrage movement.
- Teacher will explain the assignment for the next class. Students are given three choices and need to complete one of the following activities in class the following day. If students would like, they can begin work on their topic at home, but must bring any work to class to complete for credit.
 1. Students write a short essay about the effects of the suffrage movement on Lycoming College, and / or more specifically, the students of Lycoming College. 5 paragraph essay format, using the PSSA writing rubric.
 2. Create a poster that women from this time period could have posted around campus in support of women's suffrage. Students can create original drawings or use collage to create their poster. Students should create a tagline for the poster and use images of women and/or men that further their cause. Posters should be accompanied by a typed or neatly written paragraph on a

Lycoming County Women's History Curriculum Guide

separate sheet of paper that explains how the poster's images and words help make their case.



3. Interview Questions: Students develop at least 7 questions to use for interviewing one of the local women noted in the search on woman's suffrage. Students will create responses to the questions based on the information provided in the article and/or what they thought life may have been like for women in this time period.

Day 2:

- Students come to class prepared to work on their Women of Lycoming County woman's suffrage movement exploration project. Today's class is a work day where the teacher will facilitate and guide student questions. Final copies of the project are due the next class.
 1. Students write a short essay about the effects of the suffrage movement on Lycoming College, and / or more specifically, the students of Lycoming College. 5 paragraph essay format, using the PSSA writing rubric.
 2. Create a poster that women from this time period could have posted around campus in support of women's suffrage. Students can create original drawings or use collage to create their poster. Students should create a tagline for the poster and use images of women and/or men that further their cause. Posters should be accompanied by a typed or neatly written paragraph on a separate sheet of paper that explains how the poster's images and words help make their case.

Lycoming County Women's History Curriculum Guide

3. Interview Questions: Students develop at least 7 questions to use for interviewing one of the local women noted in the search on woman's suffrage. Students will create responses to the questions based on the information provided in the article and/or what they thought life may have been like for women in this time period.

Closure

Day 1: Exit slip with three 'new' facts students learned about the women's suffrage movement and Lycoming County or Dickinson Seminary.

Day 2: Share updates on women's suffrage project that is due for the next class.

Adaptations

All materials can easily be adapted to meet the needs of students with individualized instructional needs, as well as English Language Learners.

Assessment

1. Short Essay: PSSA writing rubric
2. Poster Presentation
3. Seven Interview Questions and Answers
4. Observation/participation/discussion
5. Sharing and leading discussion on student selected presentations

Chronology of Woman Suffrage Movement Events

By Mary Ruthsdotter - taken from Junior Scholastic Site at
<http://www2.scholastic.com/browse/article.jsp?id=4929>

1776–1807: New Jersey grants women the vote in its state constitution.

1838: Kentucky widows with children in school are granted "school suffrage," the right to vote in school board elections.

July 13, 1848: Lucretia Mott, Martha C. Wright, Elizabeth Cady Stanton and Mary Ann McClintock are invited to tea at the home of Jane Hunt in Waterloo, New York. They decide to call a two-day meeting of women at the Wesleyan Methodist chapel in Seneca Falls to discuss women's rights.

July 19 and 20, 1848: Three hundred people attend the first convention held to discuss women's rights, in Seneca Falls, New York. 68 women and 32 men sign the "Declaration of Sentiments," including the first formal demand made in the United States for women's right to vote: "...it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise."

August 2, 1848: Amy Post, Sarah D. Fish, Sarah C. Owen and Mary H. Hallowell convene a women's rights convention in Rochester, New York. Abigail Bush chairs the public meeting, a first for American women.

1850: Isabella Van Wegener adopted the name Sojourner Truth in 1843 and became an itinerant preacher. In 1850 she began speaking out widely for women's rights.

April 19–20, 1850: In Salem, Ohio, women take complete control of their women's rights convention, refusing men any form of participation apart from attendance.

October 23–24, 1850: First National Woman's Rights Convention, planned by Lucy Stone, Lucretia Mott and Abby Kelley, is held in Worcester, Massachusetts. It draws 1,000 people, and women's movement leaders gain national attention. Annual national conferences are held through 1860 (except 1857).

Lycoming County Women's History Curriculum Guide

March 1851: Susan B. Anthony and Elizabeth Cady Stanton first meet, on a street corner in Seneca Falls, New York.

May 28–29, 1851: Sojourner Truth's spontaneous "Ain't I a Woman?" speech electrifies the woman's rights convention in Akron, Ohio.

October 15–16, 1851: Second National Woman's Rights Convention held in Worcester, Massachusetts.

February 1853: *The Una* premier in Providence, Rhode Island, edited by Paulina Kellogg Wright Davis. With a masthead declaring it to be "A Paper Devoted to the Elevation of Woman," it is acknowledged as the first feminist newspaper of the woman's rights movement.

October 6–8, 1853: Fourth National Woman's Rights Convention is held in Cleveland, Ohio.

October 18, 1854: Fifth national Woman's Rights Convention is held in Philadelphia, Pennsylvania.

October 17–18, 1855: Sixth National Woman's Rights Convention is held in Cincinnati, Ohio.

November 15-26, 1856: Seventh National Woman's Rights Convention is held in New York City.

1861: Women in Kansas are granted the vote in school board elections.

February 1861: National Woman's Rights Convention is held in Albany, New York.

1866: Suffragists present petitions bearing 10,000 signatures directly to Congress for an amendment prohibiting disenfranchisement on the basis of sex.

May 1, 1866: Eleventh National Woman's Rights Convention. The American Equal Rights Association is formed at the end of the convention, with Lucretia Mott as president, the members pledged to achieve suffrage for both women and Negroes.

Lycoming County Women's History Curriculum Guide

October 10, 1866: Elizabeth Cady Stanton declares herself a candidate for Congress from the 8th Congressional District of New York. She receives 24 of 22,026 votes cast in November.

1867: Kansas puts a woman suffrage amendment proposal on the ballot, the first time the question goes to a direct vote. It loses.

1867–1913: Referenda on woman suffrage are held in numerous states.

1868: The Fourteenth Amendment is ratified, including the word "male" for the first time in the Constitution.

1868: The first measure providing for a woman suffrage amendment is introduced into Congress.

January 8, 1868: Elizabeth Cady Stanton, Susan B. Anthony, and Parker Pillsbury publish the first edition of *The Revolution*, which becomes one of the most important radical periodicals of the women's movement, although it circulates for less than three years. Its motto: "Men, their rights and nothing more; women, their rights and nothing less!"

November 19, 1868: In Vineland, New Jersey, 172 women cast ballots in a separate box during the presidential election, inspiring similar demonstrations elsewhere in following years.

December 1868: The federal women's suffrage amendment is first introduced in Congress, by Senator S.C. Pomeroy of Kansas.

May 1869: The National Woman Suffrage Association is founded by Susan B. Anthony and Elizabeth Cady Stanton to achieve the vote through a Congressional amendment, while also addressing other women's rights issues.

March 1869: The federal women's suffrage amendment is introduced as a Joint Resolution to both Houses of Congress by Rep. George W. Julian of Indiana.

November 18, 1869: The American Woman Suffrage Association is formed by Lucy Stone, Henry Blackwell and other more conservative activists to work exclusively for woman suffrage, focused on amending individual state constitutions.

Lycoming County Women's History Curriculum Guide

January 8, 1870: The *Woman's Journal* debuts, edited by Lucy Stone, Henry Blackwell, and Mary Livermore. In 1900 it is adopted as the official paper of the National American Woman Suffrage Association, the merged suffrage organizations.

1870: Women in Wyoming become the first to vote following the granting of territorial status.

January 11, 1871: Victoria Woodhull addresses the House Judiciary Committee, arguing women's right to vote under the 14th Amendment.

1871: The Anti-Suffrage Party is founded by wives of prominent men, including many Civil War generals.

May 10, 1872: Victoria Woodhull becomes a Presidential candidate on her own ticket, naming Frederick Douglass (who declined) as her running mate.

November 1872: For casting a ballot with 15 other women, Susan B. Anthony is arrested in New York.

June 17, 1873: Susan B. Anthony is tried for voting illegally, is convicted, and fined \$100, which she refuses to ever pay.

1875: Michigan and Minnesota give women the "school vote."

1876: Susan B. Anthony and Matilda Joslyn Gage disrupt the official Centennial program at Independence Hall in Philadelphia, presenting a "Declaration of Rights for Women" to Vice President Ferry.

1878: Senator A.A. Sargent (California) introduces a woman suffrage amendment, the wording of which remains unchanged until it is finally passed by Congress in 1920.

1882: Both houses of Congress appoint Select Committees on Woman Suffrage, and both report the measure favorably.

January 25, 1887: The first vote on woman suffrage is taken in the Senate, where it is defeated 34 to 16, with 25 members absent.

1887: Kansas grants women municipal suffrage.

1890: American Federation of Labor declares support for a woman suffrage amendment.

Lycoming County Women's History Curriculum Guide

July 23, 1890: Wyoming is admitted to the Union, becoming the first state since New Jersey (1776–1807) to grant women full enfranchisement in its state constitution. Women had been granted voting rights in the Wyoming Territory since 1869.

1890: The American Woman Suffrage Association and the National Woman Suffrage Association merge, becoming the National American Woman Suffrage Association (NAWSA), pledged to state-by-state campaigns for suffrage.

1890: The South Dakota campaign for woman suffrage loses.

1893: Colorado adopts a constitutional amendment after defeat in 1877.

1894: 600,000 signatures are presented to the New York State Constitutional Convention in an effort to bring a woman suffrage amendment to the voters. The campaign fails.

1896: Utah joins the Union, granting women full suffrage.

1896: Idaho adopts a state constitutional amendment enfranchising women.

October 31, 1909: The Woman Suffrage Party is founded.

1910: Washington State adopts a state constitutional amendment enfranchising women after defeats in 1889 and 1898. It had twice had woman suffrage by enactment of the territorial legislature and lost it by court decisions.

1903: In a highly symbolic move, the National American Woman Suffrage Association Annual Convention, held in New Orleans, featured southern women prominently, and voted to accept a states' rights structure along with permitting southern state organizations to exclude black women from their associations.

1910: The first suffrage parade is held in New York City, organized by the Women's Political Union.

July 25, 1911: The first-ever open-air suffrage meeting was conducted in Philadelphia by Alice Paul and Lucy Burns, part of a long and popular series.

November 1911: The most elaborate campaign ever mounted for suffrage succeeds in California by only 3,587 votes, an average of one vote in every precinct in the state. This followed a defeat in 1896.

Lycoming County Women's History Curriculum Guide

1911: 3,000 suffrage supporters march in the second New York City parade, with an estimated 70,000 onlookers.

1911: National Association Opposed to Woman Suffrage is founded, issuing an official journal, the *Woman's Protest*.

1912: 20,000 suffrage supporters join a New York City parade, with a half-million onlookers.

1912: Oregon adopts a constitutional amendment after defeats in 1884, 1900, 1906, 1908, and 1910.

1912: Kansas adopts a constitutional amendment after defeats in 1867 and 1893.

1912: Arizona adopts a constitutional amendment submitted as a result of referendum petitions.

January 2, 1913: The National Woman's Party is founded by Alice Paul and Lucy Burns as an auxiliary of the National American Woman Suffrage Association for the exclusive purpose of securing passage of a federal amendment. Their efforts revive the moribund issue. First office at 1420 F Street, Washington, DC; incorporated on Sept. 20, 1918.

March 3, 1913: The day preceding President Wilson's inauguration, 8,000 suffragists parade in Washington, DC, organized by Alice Paul. They are mobbed by abusive crowds along the way.

May 10, 1913: The largest suffrage parade to date marches down Fifth Avenue, New York City. 10,000 people, including perhaps 500 men, paraded past 150–500,000 onlookers.

October 18, 1913: Militant Emeline Pankhurst arrives from England to undertake a speaking tour.

December 1913: At their annual convention, the NAWSA leadership expels the militants (Alice Paul, et al.).

1913: The Territory of Alaska adopts woman suffrage. It is the first bill approved by the Governor.

1913: Illinois is the first state to grant women presidential suffrage by legislative enactment.

Lycoming County Women's History Curriculum Guide

1913: Southern States Woman Suffrage Conference is formed.

1914: Montana adopts a constitutional amendment on its first submission.

1914: Nevada adopts a constitutional amendment on its first submission.

September 1914: A bequest from Mrs. Frank Leslie, publisher of *Leslie's Weekly*, puts \$1,000,000 at the disposal of Carrie Chapman Catt for "the furtherance of the cause of woman suffrage."

1915: A transcontinental tour by suffragists, including Mabel Vernon and Sara Bard Field, gathers over a half-million signatures on petitions to Congress.

1915: 40,000 march in a New York City suffrage parade, the largest parade ever held in that city.

1915: Woman suffrage measures are defeated in Pennsylvania, New Jersey, New York, and Massachusetts.

August 1916: 36 National American Woman Suffrage Association state chapters endorse NAWSA President Carrie Chapman Catt's "Winning Plan," a unified campaign to get the amendment through Congress and ratified by their respective legislatures.

December 2, 1916: Suffragists fly over President Wilson's yacht and drop suffrage amendment petitions.

1917: North Dakota secures presidential suffrage by legislative enactment, after defeat of a constitutional amendment in 1914.

1917: Nebraska secures presidential suffrage by legislative enactment after defeats of a constitutional amendment in 1882 and 1914.

1917: Rhode Island secures presidential suffrage by legislative enactment after defeat of a constitutional amendment in 1887.

1917: New York adopts a constitutional amendment after defeat in 1915.

1917: Arkansas secures primary suffrage by legislative enactment.

Lycoming County Women's History Curriculum Guide

January 10, 1917: National Woman's Party pickets appear in front of the White House holding aloft two banners: "Mr. President, What Will You Do For Woman Suffrage?" and "How Long Must Women Wait For Liberty?" Sentinels remain stationed there permanently regardless of weather or violent public response, with hourly changes of shift.

April 2, 1917: Jeannette Rankin of Montana is formally seated in the U.S. House of Representatives, the first woman elected to Congress.

June 22, 1917: Arrests of the National Woman's Party pickets begin on charges of obstructing traffic. Subsequent pickets, tried and found guilty, refuse to pay the \$25 fines and are sentenced for up to six months in jail. Their inhumane treatment in jail creates a cadre of martyrs for the suffrage cause.

November 27–28, 1917: In response to public outcry and jailers' inability to stop the National Woman's Party pickets' hunger strikes, the government unconditionally releases the pickets.

1918: Michigan adopts a constitutional amendment after defeats in 1874, 1912, and 1913. Secures presidential suffrage by legislative enactment in 1917.

1918: Texas secures primary suffrage by legislative enactment.

1918: South Dakota adopts a constitutional amendment after six prior campaigns for suffrage had been defeated.

1918: Oklahoma adopts a constitutional amendment after defeat in 1910.

January 9, 1918: President Wilson first states his public support of the federal woman suffrage amendment.

January 10, 1918: The House votes 274 to 136, precisely two-thirds in favor of a suffrage amendment.

September 30, 1918: President Wilson finally addresses the Senate personally, arguing for woman suffrage at the war's end.

1919: Indiana secures presidential suffrage by legislative enactment in 1917. Rendered doubtful by a court decision, the law was re-enacted with but six dissenting votes.

Lycoming County Women's History Curriculum Guide

1919: Maine secures presidential suffrage by legislative enactment after defeat of a constitutional amendment in 1917.

1919: Missouri secures presidential suffrage by legislative enactment after defeat of a constitutional amendment in 1916.

1919: Iowa secures presidential suffrage by legislative enactment after defeat of a constitutional amendment in 1916.

1919: Minnesota secures presidential suffrage by legislative enactment.

1919: Ohio secures presidential suffrage by legislative enactment after defeat of referendum on the law in 1917 and of a constitutional amendment in 1912 and 1914.

1919: Wisconsin secures presidential suffrage by legislative enactment after defeat of a constitutional amendment in 1912.

1919: Tennessee secures presidential suffrage by legislative enactment.

January 6, 1919: In an urn directly in line with the White House front door, the National Woman's Party builds a perpetual "watchfire for freedom" in which they burn the words of every hypocritical speech President Wilson gives about democracy.

March 24, 1919: Carrie Chapman Catt proposes the formation of a league of women voters to "finish the fight." The occasion was the 50th Anniversary Jubilee Convention of the National American Woman Suffrage Association, in St. Louis.

Spring 1919: The most prominent National Woman's Party suffrage prisoners (including Havemeyer, Rogers, Milholland, Winsor, Vernon) tour the country on a train called the "Prison Special." At each stop they speak about the need for suffrage and their prison experiences; between stops they threw suffrage literature out the windows for farming communities.

May 21, 1919: The House of Representatives passes the federal woman suffrage amendment, 304 to 89, a margin of 42 votes over the required two-thirds majority. Opponents block action in the Senate for another two weeks, delaying ratification as most legislatures have adjourned for the year.

Lycoming County Women's History Curriculum Guide

June 4, 1919: The Senate passes the 19th Amendment with just two votes to spare, 56 to 25. Drafted by Susan B. Anthony and first introduced in 1878 with the same wording, it is now sent to the states for ratification.

1920: Kentucky secures presidential suffrage by legislative enactment.

February 14, 1920: The League of Women Voters is founded as "a mighty experiment" at the Victory Convention of the National American Woman Suffrage Association in Chicago, Illinois. By now, 33 states have ratified the suffrage amendment, but final victory is still three states away.

August 18, 1920: Tennessee becomes the 36th state to ratify the Amendment. A young state legislator casts the deciding vote after being admonished to do so by his mother.

August 26, 1920: The 19th Amendment is quietly signed into law by Secretary of State Bainbridge Colby, granting women the right to vote.

Carrie Chapman Catt summarized the effort involved in securing passage of the 19th Amendment:

"To get the word 'male' in effect out of the Constitution cost the women of the country fifty-two years of campaign... During that time they were forced to conduct fifty-six campaigns of referenda to male voters; 480 campaigns to get Legislatures to submit suffrage amendments to voters; 47 campaigns to get State constitutional conventions to write woman suffrage into state constitutions; 277 campaigns to get State party conventions to include woman suffrage planks in party platforms, and 19 campaigns with 19 successive Congresses."

Lesson Plan - Grades 9 - 12

Women's History Project Analyzing Photos

Essential Question(s)

1. What can a photo tell you about the people in the picture?
2. What can a photo tell you about the time period from when the photo was taken?

Standards

PA History

8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.2.12.B Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

PA Reading, Writing, Speaking, and Listening

1.2.8.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, consumer and public documents, electronic media).

1.2.12.D Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.

Connection to real life or everyday living

Photographs are a link to our past. They are priceless treasures for many and help us understand people and places, moreover, giving us a momentum of days gone by. With this lesson, students will examine photographs from the past and make inferences about the women from these pictures.

Objectives

Knowledge:

- Analyze and interpret newspaper articles, advertisements, and photos
- Identify and isolate the main ideas and specific details and other historical accounts

Skills:

- Using primary sources (photographs)
- Analyze photos
- Draw conclusions and make inferences

Materials

Primary Source Analysis Worksheet – Photographs

Internet Access to Lycoming County Women's History Collection, Williamsport Women: Voices, Images, and Actions <http://lycoming.edu/library/lcwhc/>

Lycoming County Women's History Curriculum Guide

Time

One class period

Anticipatory set

Think of photographs you have in your possession (either on your phone or printed off). Which ones would you include in your top five? Why? What would they tell us about you? Now, take out your cell phones and share two pictures (school appropriate please) with your neighbor. What can your neighbor infer from the photos? About you? About the people in the photo? The clothes worn? The setting of the photo?

Procedure

1. Use at least three photos from the Lycoming County Women's History Collection, Williamsport Women: Voices, Images, Actions, covering the time period from the late 19th to the early 20th centuries.
2. Study each photo for three to five minutes each. First, look at the overall image; second, divide the photo into four sections and study each section to see if new details are noticed. Students will complete the Primary Source Analysis Worksheet. (Adapted from the National Archives)
3. Think-Pair-Share photos with a partner. As each photo is shared, students will lead discussion and accept questions about their interpretation of the photo.

Closure

Students share selected photos and Primary Source Analysis Sheet by hanging them on Women's History Bulletin Board

Adaptations

All materials can easily be adapted to meet the needs of students with individualized instructional needs, as well as English Language Learners.

Assessment

1. Completion of Primary Source Analysis Worksheet – Photographs
2. Observation/Participation/Discussion
3. Sharing and leading discussion on student selected pictures

Lycoming County Women's History Curriculum Guide

Primary Source Analysis Worksheet - Photos

Study the photograph for three to five minutes. First look at the overall image; second, look at the internal details of the photo – props, backgrounds, and facial characteristics. Look for little details, such as hand-coloring, retouching, or who the photographer may be. Think about why the picture was taken. Did it fall under the category of pictures of children, school, weddings, military service, holidays, vacations, or special occasions? Are there family resemblances if these are personal pictures? What props and backgrounds are used? What about the clothing worn by the women in the photo? The basic element of women's clothing remained the same during the nineteenth and early twentieth century regardless of economic status. Women almost always appear in dresses. The details of the garment, the bodice, neckline, and sleeves, and skirt, can help date the photo.

1. What do you see in the photos?
2. Based on what you see, list three things you might infer from the photo.
3. What is the date of the photo? If you do not know the date, what clues in the photo could help you guess when it was taken?
4. For what occasion do you think this photo was taken? (school, wedding, etc)?
5. What props or background are used?
6. What question does this photo raise in your mind?
7. If you had to give the photo a title, what would it be and why would you call it this?

Adapted from the National Archives

Lycoming County Women's History Curriculum Guide

Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

Lesson plan - grades 9 - 12

Women's History Project Understanding the Media

Essential Question(s)

1. How can reading and analyzing advertisements tell you about the culture and population of a community?
2. How is propaganda used in advertising?

Standards

PA History

8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.2.12.B Evaluate the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history and the world.

PA Reading, Writing, Speaking, and Listening

1.1.9.A. Apply appropriate comprehension strategies to interpret and evaluate an authors implied or stated purpose using grade level text.

1.1.9.D Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.

Connection to real life or everyday living

Propaganda surrounds us...in our newspapers, on the radio, the internet, and personal conversations. This is not a new influence, yet one that remains a constant in society.

Objectives

Knowledge:

- Analyze and interpret newspaper articles, advertisements, and photos
- Identify and isolate the main ideas and specific details and other historical accounts
- Identify significant vocabulary related to the time period in the article

Skills:

- Using primary sources (letters, speeches, photographs, artifacts, advertisements)
- Analyze issues
- Draw conclusions and make inferences

Lycoming County Women's History Curriculum Guide

Materials

Internet Access to Lycoming County Women's History Collection, Williamsport Women: Voices, Images, and Actions <http://lycoming.edu/library/lcwhc/>

Several copies of local newspapers; *Sun-Gazette*, *East Lycoming Shopper*, *Luminary*, *Webb Weekly*
Scissors
Paper
Glue or tape

Time

One class period

Anticipatory set

Working in pairs, students will go through the local newspapers and cut out five advertisements for local businesses. Students will then take the five advertisements and paste or tape them to a piece of paper. What do the students know about these businesses? Gauge background knowledge by asking about the location of the businesses? What do they sell? What services do they offer? Where are they located? How long have they been in business?

Procedure

4. Search the Lycoming County Women's History site for newspapers from the time period of 1875 – 1925. What businesses were once in our community? What was the name of the business? Is this business still in the community today?
 - a. From the generated list of businesses, what does it tell you about our community during this time period?
 - b. Who owned many of the businesses?
 - c. Do you see these names in the community today? If so, where?
5. Discuss each ad, and determine the type of propaganda technique that was used. Ask: Which techniques were most effective? Which ones were least effective? What factors, such as gender, geographic location, or age, might have influenced the effectiveness of each technique?
 - a. Bandwagon – the implication that “everybody else is doing it.”
 - b. Plain folks – the implication that “users of this product are just like you.”
 - c. Card stacking – distorting or omitting facts.
 - d. Name calling – stereotyping people or ideas.
 - e. Glittering generalities – using ‘good’ labels, such as patriotic, beautiful, exciting, that are unsupported by facts.
 - f. Testimonial – an endorsement by a famous person.
 - g. Snob appeal – the implication that only the richest, smartest, or most important people are doing it.
 - h. Transference – the association of a respected person with a product or idea.
6. Design an advertisement that might have been used during this time period to advertise a business of your choice. Be sure to keep in mind the propaganda techniques as you design the ad.

Lycoming County Women's History Curriculum Guide

Closure

Share ads with classmates, being sure to showcase the different propaganda techniques. Have students share types of propaganda and ways that these different types influence people in today's society, as well as in the past.

Adaptations

All materials can easily be adapted to meet the needs of students with individualized instructional needs, as well as English Language Learners.

Assessment

1. Generated list of types of businesses from the 1870's – through 1930's.
2. Observation/Participation/Discussion
3. Sharing and leading discussion on student selected advertisements

Lycoming County Women's History Curriculum Guide

The following lesson activities (modules) can be easily adapted to fit a middle or secondary classroom.

Modules include:

Bulletin Board and/or Women's Hall of Fame Activity

The Essential Question Activity

Character Story Pyramid Activity

Character Graffiti Activity

Venn Diagram Comparing lives of different women

Henrietta Baldys Lyon (head of local woman's suffrage) to the working class type
classified by Carrie L. Shatto, a laborer at Stearns Silk Mill

Interview Activity

Character Frame

Map/Mural of Williamsport Activity

Newspaper Activity

Historical Tea Party

Political Slogan Activity

Acronym Activity

Biography of Women Activity

Diorama

Design poster

Mask

Quilt Activity

Evaluation and Assessment

Evaluation and assessment in this curriculum guide, like that in all classwork, needs to be an ongoing process of formative and summative assessment activities. Teachers can use observations, journals, logs, interviews, checklists, rubrics, conferencing, tests, quizzes, and portfolios to record and grade learning. The evaluation tools included are only samples and may be adapted to suit the needs and abilities of individual classes and students.

Lycoming County Women's History Curriculum Guide

Sample Group Work/Class Discussion Rubric

	4	3	2	1
Group Work	Fulfills the assigned role. Outstanding group work. Is on task, enthusiastic and cooperative the entire time.	Contributes to the group and fulfills the assigned role.	Makes few contributions to the group. Is on task part of the time.	Does not contribute to the group. Is off task during group time.
Class Discussion	Participates in the class discussion. Shows a lot of interests and insight into the situation at hand. Makes several valid points or questions to contribute to the discussion.	Participates in class discussion. Shows some interest and makes one or two valid points or questions which adds to the debate.	Pays attention during the discussion but contributes little, if any.	Does not contribute to group. Is off task during group time.

Lycoming County Women's History Curriculum Guide

Suggested themes for thematic units or lessons

Women and domesticity

Home for the Friendless

Industry

Reform/Service

The Arts

Private Lives

Education

Women in the 1920's and 1930's

Social Organizations – Ku Klux Klan meetings / CLIO Club

Interesting individuals

Myrtle Miller Anderson -- Lycoming County woman who went “West” with her husband after they were married in the 1890s and lived with him on an Indian Reservation in South Dakota for forty years. There are two autobiographical pieces by her in the collection.

Kate Ault Fribley -- Lycoming County woman who married a Civil War soldier who was the commander of a unit of African-American soldiers. She went with him to the field. When he was killed in battle, she volunteered to teach school in Tennessee to newly freed slaves. There is a biographical piece about her in the collection.

Margaret Mahomet Hagan -- A mixed-race woman who moved to Williamsport with her husband at the end of the Civil War. She was a business woman ahead of her time—she owned a laundry and then a spa where she gave electrotherapy treatments. There is a biographical piece about her in the collection written by her great-granddaughter, a portrait, and her obituary.

Elizabeth Rich -- She was a Dickinson Seminary student; her short diary, including a list of her expenses makes interesting reading.

Jean Saylor Brown and Rita Biancia Church – Women physicians in Williamsport in the 19th century—just after the time when women were first allowed to attend medical school.

Lycoming County Women's History Curriculum Guide

Interesting subjects

“Marriage announcements” and “Obituaries” Search these words in the Access PA Digital Repository and see what they say about the women of the time.

Education -- Compare material from Dickinson Seminary with material from Potts' Business School and the Williamsport Hospital School of Nursing (in Internet Archive).

Compare the Dickinson Seminary rules for women students with those of male students by studying the *Handbook for Students -- Girls* with the *Handbook for Students -- Boys*.

Autograph albums -- Compare what graduates wrote in their autograph albums in the 1860s (Helena Mussia) with what they wrote in the 1920s (Lucille Gramley)

Work -- Compare mill workers stories with what you can discover about the women employed by The Bush and Bull department store. Compare this with the work of women at home as shown in Mollie Kraemer's household recipe book.

Tips for Teaching English Language Learners (ELL)

1. Use scaffolding strategies with ELLs to facilitate comprehension of the specialized academic language of content classrooms.
2. Use scaffolding strategies that embed the oral and written language of content in a context-rich environment to facilitate learning for ELLs.
3. Actively teach learning strategies that give students a variety of ways to process and learn new information.
4. Be aware that cultural differences may affect ELL's models of classroom behavior and interpretation of specific content material.
5. Activate and develop background knowledge to make new content meaningful and to form a foundation upon which new learning can be built.
6. Lower learner anxiety in the classroom to create students who are more willing to participate in class, to become risk takers in the learning process, and ultimately to become more successful learners.
7. Provide opportunities for students to experience success in the classroom.

Lycoming County Women's History Curriculum Guide

Bulletin Board and /or Women's Hall of Fame Activity

Objective:

- Identify significant contributions by women from Lycoming County
- Identify names of women who are still recognized in the community today
- Explain the significance of the various reform movements (suffrage, temperance) that occurred during this time period and the role of local women in these movements

Procedure:

Teacher prepares a bulletin board in the room with the title of the theme (i.e., The Women of Lycoming County) in large colorful letters but leaves the body of the board blank in order for children's work to be displayed as the study of the women of Lycoming County continue. Teacher also prepares space for a word wall showcasing words or movements that students are not familiar with (i.e., Temperance Movement, Clio Club, Tripartite Union Society).

Extension plan: Create a Woman's Hall of Fame, focusing on the women from Lycoming County. After looking through the collection, students collect articles and photos about accomplishments about women from the time period. Use a collage or a more structured approach to mounting the pictures for a special bulletin board display. Have students vote on their favorites, and induct them into a class Hall of Fame.

Assessment:

- Observation
- Discussion
- Participation in the activity

Lycoming County Women's History Curriculum Guide

The Essential Question Activity

Objective

- Identify significant contributions by women from Lycoming County
- Identify names of women who are still recognized in the community today
- Read and interpret primary documents for detail
- Develop analytical reading skills
- Explain the significance of the various reform movements (suffrage, temperance) that occurred during this time period and the role of local women in these movements
- Explain the significance of the Home for the Friendless and the impact this organization had on our community

Procedure

After searching the Lycoming County Women's History website search engine in the Access PA link, students will select one topic to research (examples include: Home of the Friendless, the Clio Club, the suffrage movement, the temperance movement) and complete the Essential Question handout included with the module. After answering the questions about the topic of choice, students will share with a partner and then the class as a whole information related to their topic search.

Assessment

- Discussion and participation
- Teacher observation
- Completed handout: *The Essential Question*

Lycoming County Women's History Curriculum Guide

The Essential Question

When?

Who?

WHAT?

(Essential Question)

How?

Where?

Why?

Lycoming County Women's History Curriculum Guide

Character Story Pyramid Activity

Objective:

- Identify individuals involved in shaping Lycoming County history
- Predict what they believe the women's main challenges and obstacles faced during their lifetime included
- Evaluate a primary document

Procedure:

Use a story pyramid to describe important from a story, or in this case diary entries, such as the main character, the setting, and the major events in the plot. Carefully choose your words in order to provide a precise description.

Capitalize the first word in each line.

Line 1 – one word stating the name of the main character

Line 2 – two words, describing the main character

Line 3 – three words, describing the setting

Line 4 – four words, stating the problem

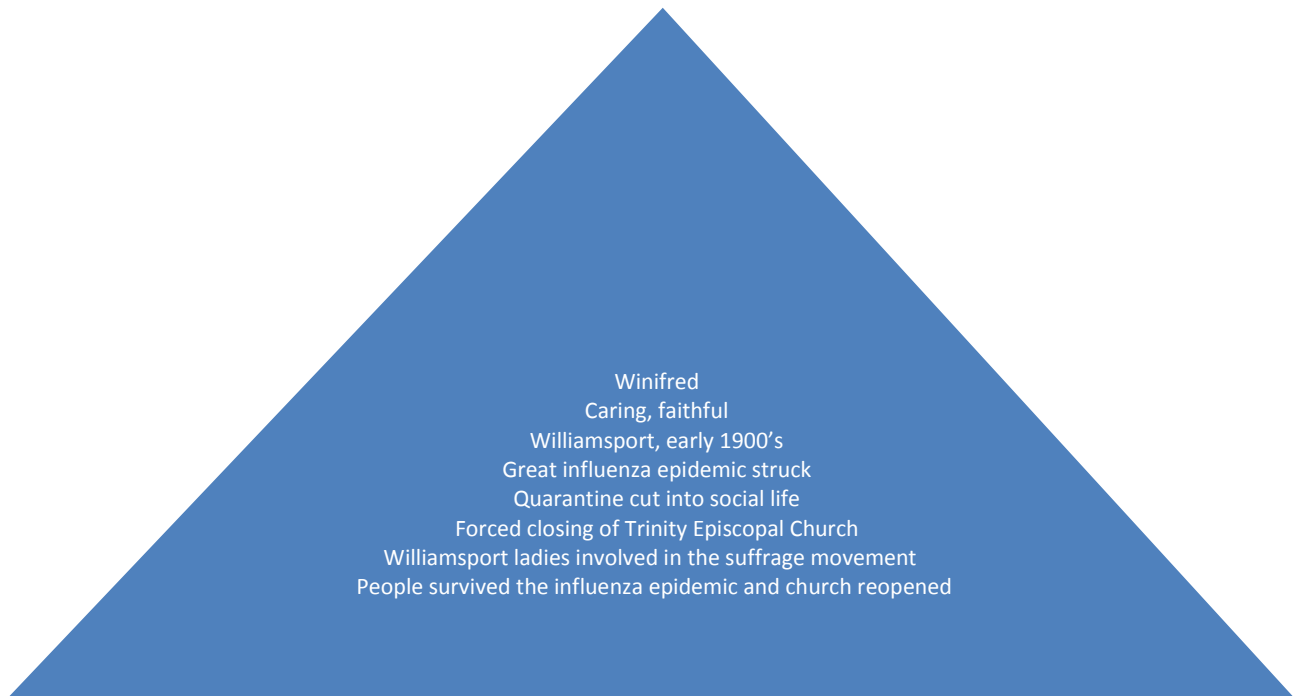
Line 5 – five words, describing one event

Line 6 – six words, describing the second event

Line 7 – seven words, describing the third event

Line 8 – eight words, stating the solution to the problem

Here is an example of the story pyramid:



Lycoming County Women's History Curriculum Guide

Character Story Pyramid Activity cont'

Assessment:

- Create your own story pyramid using the example above as a guide. On a separate sheet of paper, make a large pyramid shape. In the shape, write a story pyramid for the diary entries you have read. If you wish, fill in the area around the outside of the pyramid with an illustration representing the subject of the story pyramid.
- Discussion and participation
- Teacher observation

Lycoming County Women's History Curriculum Guide

Character Graffiti Activity

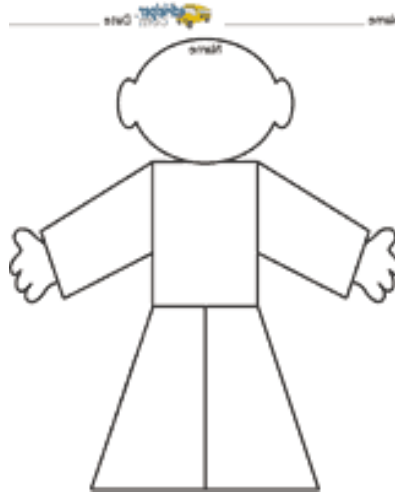
Objective:

- Identify the role of the selected woman in her community or social setting.
- Predict what they believe the women's main challenges and obstacles faced during their lifetime.
- Communicate in writing characteristics of selected woman and her feelings towards significant issues in Lycoming County history

Procedure:

Students describe a woman by using a graphic organizer (provided) or constructing one by tracing the outline of another student and completing the characteristics/questions.

1. Describes character by answering questions in each section.
2. Students will draw an outline of the selected woman from the collection and use words to describe character (including name, dates, accomplishments, personal information, accomplishments).
3. After examining several diaries, students will write five more diary entries from the perspective of the selected woman of choice.



Assessment:

- Students describe a woman by using a graphic organizer (provided) or constructing one by tracing the outline of another student and completing the characteristics/questions.
- Discussion and participation
- Teacher observation

Lycoming County Women's History Curriculum Guide

Venn Diagram Activity

Objective:

- Identify significant contributions by women from Lycoming County
- Identify names of women who are still recognized in the community today
- Read and interpret primary documents for detail
- Develop analytical reading skills
- Explain the significance of the various reform movements (suffrage, temperance) that occurred during this time period and the role of local women in these movements
- Compare and contrast the similarities and differences between two different events from this time period and / or the lives of two different women as seen through the diary collections.

Procedure:

<http://www.tools2learn.ca/graphicorg/venn/vennindex.html#>

Venn Diagram activity

Brainstorm as a class various women or social organization or clubs from this time period. Using the Venn Diagram as the main part of the lesson, search the Access PA website search engine after selecting two different social organizations or women from the diary collections. Students will complete the Venn Diagrams as they read about the women and or social organizations. After completing the Venn Diagram, students will share their new knowledge with a partner and then with the class as a whole.

Assessment:

- Class discussion and participation
- Teacher observation
- Completion of the *Venn Diagram Handout*

Lycoming County Women's History Curriculum Guide

Venn Diagram Activity cont'

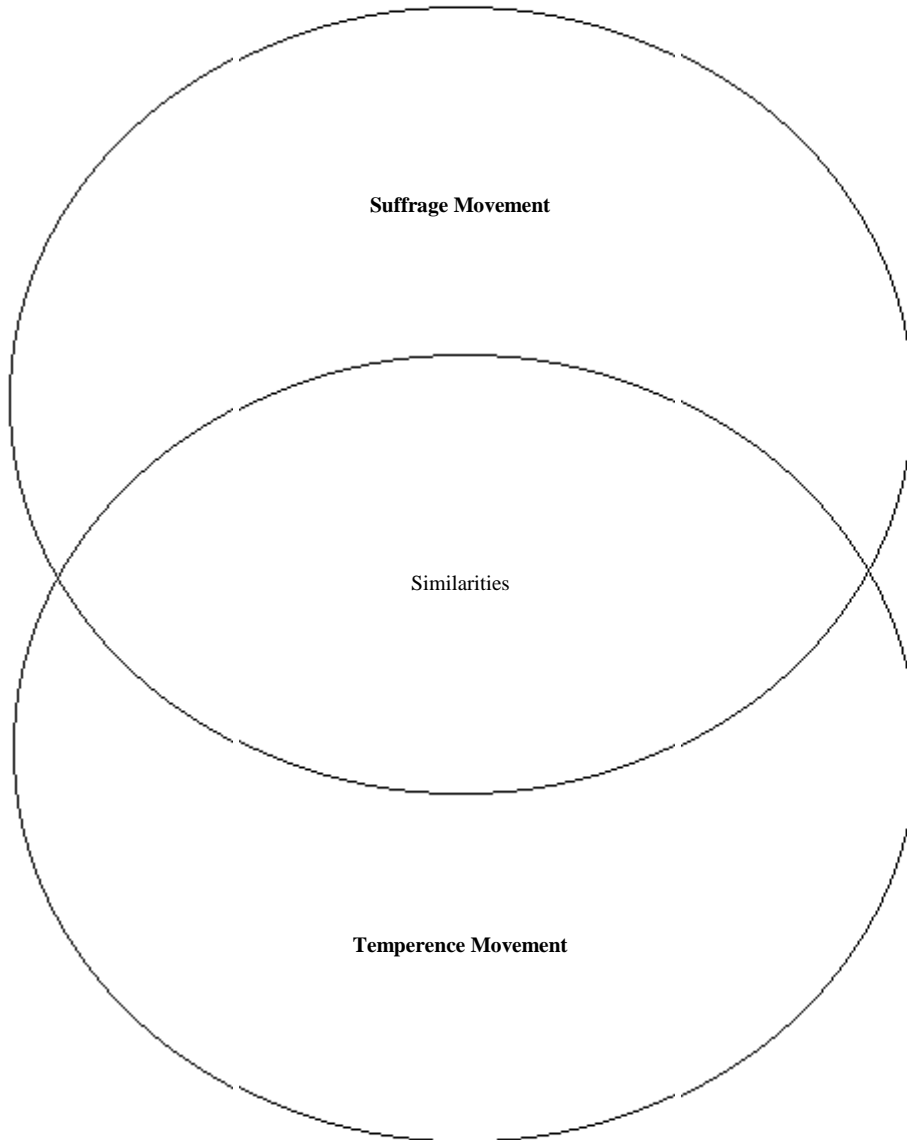
Name _____

Subject: Women's History

Teacher: Dr. Rogers

Date: _____

Reform Movements



Lycoming County Women's History Curriculum Guide

Interview Activity

Objective:

- Students will describe the lives of women from all social circles and walks of life from this time period.
- Students will demonstrate their understanding of the daily lives of women from this time period.

Procedure:

1. The stories of the struggles, sacrifices, and accomplishments of the women of Lycoming County are located, recorded, and preserved. Students will become activists and young historians in a hometown campaign designed to recognize the history made 100 years ago by the women in their community.
2. After reading sources about your chosen woman in history, meet with two different people and interview them and let them interview you, as you take notes on the information they give you.
3. Complete the Interview questions with another pair, until you reach a total of four women from the historical collection.

Interview Questions:

1. What is your name?
2. What is your home town?
3. What kind of work do you do in and out of your home?
4. What is your typical day like?
5. Explain how your role changed if/when you attended Dickinson Seminary.
6. There are several social movements occurring in the late 19th and early 20th Century?
How do you feel about the Temperance movement? The Woman's Suffrage movement?
The Women's Right Movement? The KKK in our local community?
7. Do you usually work alone or with other people; where?
8. Do you enjoy the work you do; why or why not?

Lycoming County Women's History Curriculum Guide

Interview Activity cont'

Assessment:

- Discussion and class participation
- Teacher observation
- Completed list of interview questions from at least four different women from the Access PA Women's History website

Lycoming County Women's History Curriculum Guide

Character Frame Activity

Objective:

- Students will use primary documents to record the lives of various family histories from the Lycoming County area.
- Read and interpret primary documents for detail
- Develop analytical reading skills
- Students will describe the lives of women from all social circles and walks of life from this time period.
- Students will demonstrate their understanding of the daily lives of women from this time period.

Procedure: Students will brainstorm with their class to list questions they would like to ask the women featured in this website about their lives. Questions will be organized around topics or clusters, developing a class questionnaire to help guide their further study of the featured woman. Guide the discussion toward including questions related to the impact of historic events on the woman's life, moves made by her family, family expectations for females and males, attitudes about women's public lives. After creating a list of questions to be answered, students can work in pairs to complete the Character Frame Activity handout provided.

Activity:

- Discussion and class participation
- Teacher observation
- Completed handout – *Character Frame*

Lycoming County Women's History Curriculum Guide

Character Frame

Student's Name: _____

Directions: Use the following character frame to study the characters from your reading selection.

CHARACTER	PERSONALITY TRAITS	ACTIONS WHICH SUPPORT TRAIT	CONVERSATION BY OR ABOUT THE CHARACTER WHICH ILLUSTRATES TRAIT

Lycoming County Women's History Curriculum Guide

Creation of Map/Mural of Selected area in Williamsport

Objective

- Identify significant contributions by women from Lycoming County
- Describe Williamsport (or a selected section of the city) and/or Dickinson Seminary as it would have appeared in the era from the website exploration
- Read and interpret primary documents for detail
- Develop analytical reading and map skills
- Create a map of a selected section of the city and/or college

Procedure

After searching the Lycoming County Women's History website search engine in the Access PA link, students will create a map or mural of a selected section of Williamsport and/or Dickinson Seminary (Lycoming College) based on the primary or secondary source document used to research. If a map of the location discussed is not provided, students will infer as to what the area may have looked like at that time based on facts and details from the document. If a map is available, students will complete the *Primary Document Map Analysis* Handout provided. After completing the activity (either the *Primary Document Map Analysis* handout or creating their own map of what they believe the area may have looked like based on the details in the article), students will share their maps with the class.

Assessment

- Discussion and participation
- Teacher observation
- Completed map of section of Williamsport and/or Dickinson Seminary
- Completed handout: *Primary Document Map Analysis*

Lycoming County Women's History Curriculum Guide

Map Analysis Worksheet

1. TYPE OF MAP (Check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view map |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Weather Map |
| <input type="checkbox"/> Artifact map | <input type="checkbox"/> Military Map |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Other () |

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Scale |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Date | <input type="checkbox"/> Title |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Legend (key) |

3. DATE OF MAP:

4. CREATOR OF THE MAP:

5. WHERE WAS THE MAP PRODUCED?

6. MAP INFORMATION

A. List three things in this map that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this map was drawn?

C. What evidence in the map suggests why it was drawn?

D. What information does the map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

Lycoming County Women's History Curriculum Guide

F. Write a question to the mapmaker that is left unanswered by this map.

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Lycoming County Women's History Curriculum Guide

Lycoming County Women's History Newspaper Activity

Objective:

- Create a newspaper articles based on the documents provided in the Lycoming County Women's History Collection
- Identify significant contributions by women from Lycoming County
- Read and interpret primary documents for detail
- Develop analytical reading skills
- Explain the significance of the various reform movements (suffrage, temperance) that occurred during this time period and the role of local women in these movements

Procedure:

After reading biographies or general histories about women in the Lycoming County Women's History collection, students will create the front page of a newspaper from a particular decade showcased in the Women's History collection. Students will research and write news articles about a social reform topic that women in the Lycoming County were involved in and a 'featured' woman from the time period. Project requirements include:

- ✓ Article on Social Reform movement: _____
 - At least 5 paragraphs, 5 – 8 sentences per paragraph
 - Answer key questions, such as: Who was involved in the social reform movement? What was the main purpose or goal of the reform movement? What impact did the movement have on Lycoming County, specifically the women of Lycoming County? When did the reform occur?
- ✓ Article on 'Featured' Lycoming County woman: _____
 - At least 3 paragraphs, 5 – 8 sentences per paragraph
 - Answer key information, such as: Identify the role of the featured woman in the social reform movement, personal background information on the woman (who, where lived), what was her involvement in the community, or home, or society?
- ✓ Pictures
 - Each article needs at least one picture of the person, place, or item related to the person or movement
- ✓ Extra features
 - Leave very little blank space on the front of the newspaper. You will want to create a title for your paper, include pictures or you create classified ads, political cartoons, help wanted notices, weather report, etc.
- ✓ Overall Appearance
 - Title (name of paper) and date of publication
 - Headline for each article
 - Articles in column form (as in a newspaper)
 - Color is optional

Assessment:

- Newspaper article following the requirements above
- Class activity of completed newspaper
- Discussion and Participation

Lycoming County Women's History Curriculum Guide

Historical Tea Party

Objective:

- Students will identify significant contributions by women from Lycoming County
- Read and interpret primary documents for detail
- Develop analytical reading skills
- Students will describe the lives of women from all social circles and walks of life from this time period.
- Students will demonstrate their understanding of the daily lives of women from this time period.

Procedure:

Students will select a woman from the Lycoming County Women's History Collection to research. Each student will need to dress in time appropriate attire, provide background information about the woman they are portraying, bring in time replica memorabilia that would help people understand the daily life of this woman and share the contributions that she made to her family, friends, or community, and share why you chose this character to portray.

Assessment:

- Discussion and participation
- Teacher observation
- Tea Party Participation following the rubric provided

Criteria – 50 points total	Comments:
Attire – 10 points	
Background Knowledge – 10 points Who, what, where, when, and why on the selected woman	
Memorabilia – 10 points Tangible items 5 minimum	
10 points - Why you chose this era or person and their importance to history. Paragraph explaining why you chose this figure and their importance to history.	
10 points – Presentation Style – eye contact, body language, poise, enthusiasm, elocution.	

Lycoming County Women's History Curriculum Guide

Political Slogan Activity

Objective:

- Identify significant contributions by women from Lycoming County
- Read and interpret primary documents for detail
- Develop analytical reading skills
- Identify names of women who are still recognized in the community today
- Explain the significance of the various reform movements (suffrage, temperance) that occurred during this time period and the role of local women in these movements

Procedure:

Numerous bumper-strip/button slogans have been associated with the women's movement. What have these messages meant? Who might agree or disagree with each? Are the issues represented new ones or have they had a long history? What impact did the movement have on a woman's life? Students will create a bumper sticker or button slogan that was associated with a women's movement that was uncovered during their research of the Lycoming County Women's History collection. Examples: "Every Mother is a Working Mother," "Uppity Women Unite," "Sisterhood is Powerful," "A Woman's Place is... Everywhere," "Write Women Back into History"

Assessment:

- Discussion and participation
- Teacher observation
- Completed bumper strip/button slogan

Lycoming County Women's History Curriculum Guide

Acronym Activity

Objective:

- Identify significant contributions by women from Lycoming County
- Identify names of women who are still recognized in the community today
- Explain the significance of the various reform movements (suffrage, temperance) that occurred during this time period and the role of local women in these movements

Procedure:

Using one of the names of the women or women's movement, demonstrate and create with the class an acronym poem. For example: **Elizabeth Rich.**

STUDENT
INK BOTTLE
DICKINSON
ZERO
DIARY
BOYS
MEMORIES
MATH
ENGLISH

GERMAN MEASELS
LATIN
SCHOOL
CHURCH

Have the students then create their own acrostic poem using the names of the women/girls/movements from the Lycoming County Women's History collection. After students complete the acrostic, pair-share their poems with a partner, describing the lives of these remarkable women using the words in the acrostic. Invite students to share their acrostic poems with the class at large.

Assessment:

- Discussion and participation
- Teacher observation
- Completed Acronym Activity

Lycoming County Women's History Curriculum Guide

Biography of Women of Lycoming County Activity

Objective:

- Identify significant contributions by women from Lycoming County
- Identify names of women who are still recognized in the community today

Procedure:

After students read short biographies from the Lycoming County Women's History collection, have students each create a diorama, design a poster, or make a mask or puppet or costume representing one woman. Using information from their research from the website, students will share their creative biography activity about the woman of their choice with the class. Gather all the dioramas, posters, and/or costumes and create a 'women's history museum' in the classroom. Invite other classes to visit the exhibit, and have students lead the tour, sharing the history of their remarkable woman with students from other classes.

Assessment:

- Discussion and participation
- Teacher observation
- Completed Biography Activity

Lycoming County Women's History Curriculum Guide

Quilt Activity

Objective:

- Identify significant contributions by women from Lycoming County
- Identify names of women who are still recognized in the community today

Procedure:

After students read short biographies from the Lycoming County Women's History collection, have each student design a quilt square on construction paper (or material of choice), representing some important event or accomplishment in her life. Piece together the squares, with a solid color background, to make a class quilt telling the story of the Women of Lycoming County's life. Invite other classes in to view the quilt and have students share their remarkable Lycoming County woman with the other classes.

Assessment:

- Discussion and participation
- Teacher observation
- Completed Quilt Activity